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In order to suggest more adequate pupil personnel services in North Carolina, this report is presented as a model through which those disciplines which compose pupil personnel services are aligned in full partnership with administrative and instructional services. Counseling and Guidance Services help students achieve self-actualization and plan for the future. Psychologists focus on those needs of the child which influence his behavior. School Social Services workers focus remedially on the personal and environmental problems. An effective health program is coordinated by School Health Services. Pupil Appraisal compiles data on the school population, individually and collectively. Special Education provides plans for children with special learning needs. Records are kept by Pupil Accounting. (KP)

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THE PUPIL PERSONNEL SERVICES CONCEPT IN EDUCATION

A Report

Compiled by

Pupil Personnel Services Workshop

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and

The University of North Carolina at Chapel Hill
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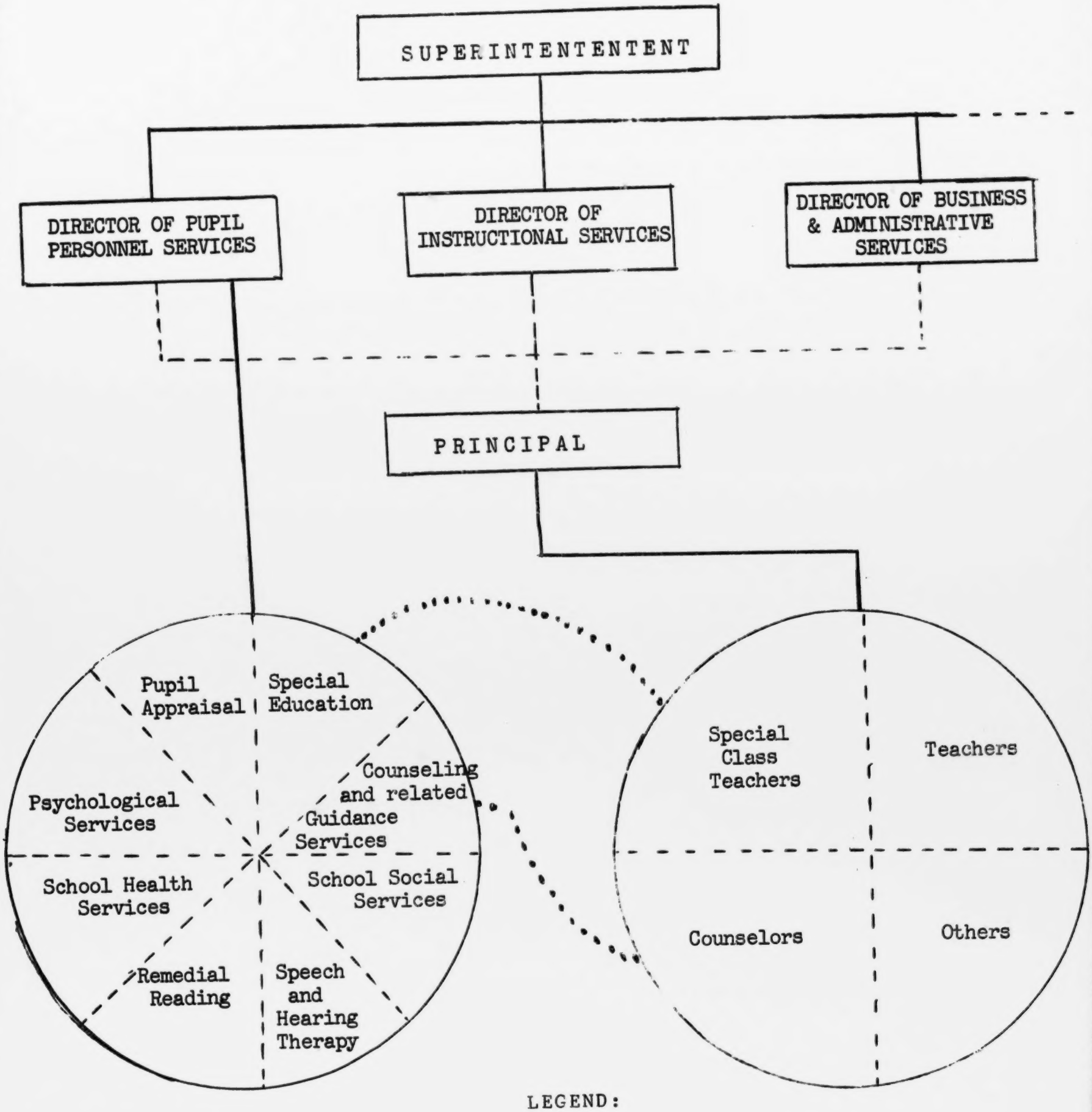
STAFF RELATIONSHIPS CHART



LEGEND:

——————— Direct Administrative Responsibility

- - - - - - - - - Shared Administrative Responsibility

. . . . . Supervisory Responsibility

THE PUPIL PERSONNEL SERVICES CONCEPT IN EDUCATION

With an ongoing educational program it is recognized that there are three distinct but overlapping functions: administrative services, instructional services and pupil personnel services. Historically, administrative and instructional services have been operative and interacting. It is proposed that pupil personnel services be aligned in full partnership with the others. These services are designed to help each individual pupil gain the most from his school experiences

1. By assisting the school to adapt its program to his needs,
2. By helping him to establish and maintain his identity,
3. By preserving his rights and helping him to accept his responsibilities as an individual in a rapidly changing society,
4. By recognizing that different pupils respond to various approaches to learning.

It is conceived that these objectives can best be realized through the combined efforts of those disciplines which compose the pupil personnel services team in concert with instructional and administratrative services. The team's success is dependent upon professional leadership which holds equal status with that of administrative and instructional services.

The following constellation of services is proposed to facilitate the position stated above.

COUNSELING AND RELATED GUIDANCE SERVICES

Counseling and related guidance services are provided in schools to help students achieve self-realization and self-actualization and plan effectively for the future with the culminating effect of improved self-understanding and social usefulness.

This is accomplished through

1. Counseling with groups and individuals,
2. Counseling with staff, parents and other resource persons in the community,
3. Coordinating and interpreting information appropriate to understanding the pupil and facilitating his self-understanding,
4. Evaluating the effectiveness of the services in contributing to the growth and development of the pupils.

PSYCHOLOGICAL SERVICES

The purpose of these services is to contribute to and support the total psychological development of the child as it relates to his learning experiences. Psychologists and psychometrists work in close cooperation with all members of the pupil personnel services team to help bring into focus the particular needs of the child influencing his behavior in the school situation.

Functions

1. To make available general consultative services to principals, teachers, parents and pupils,

2. To help schools identify and work with any circumstance that is of importance to them,
3. To provide appropriate evaluative and clinical services to the individual child on a referral basis,
4. To help teachers (and other instructional staff) recognize how the psychological needs of individuals relate to curriculum,
5. To help promote effective and cooperative utilization of community resources as they interact with the needs of the school system and individuals within the system,
6. To design and carry out psychological research relevant to the educational process.

The school psychologists, psychometrists and psychological assistants work as a team in evaluating the individual child. It is the responsibility of this team to use the results obtained to make recommendations for additional referrals or to help implement such programs as may be indicated.

SCHOOL SOCIAL SERVICES

Workers in this discipline have been referred to in various school systems by one of the following titles: school social worker, home-school coordinator, visiting teacher, home-school counselor, school social services worker, attendance counselor, pupil personnel worker, liaison worker. This workshop goes on record as encouraging uniformity of titles and recommending the use of school social services worker.

The school social services worker uses the casework approach to help the child who is unable to take advantage of his educational

experience because of environmental or personal problems. Remediation is the focus as opposed to "the developmental approach." The worker sees the use of authority as a facet of the casework process in dealing with problems of school attendance. He accepts the idea that real behavioral and attitudinal change are client motivated, but he does not always wait for the client to recognize his need for help. This worker serves as liaison between home and school and community agencies.

While casework is the primary function of this worker, he sees himself as coordinating and supportive to other members of the pupil personnel services team.

SCHOOL HEALTH SERVICES

The statement formulated by a joint committee of the NEA and the AMA, which points out three aspects of a school health program, provides a clear concept of the school's responsibility to the health of the individual pupil.

1. School health services are the procedures established
   a. To appraise the health status of pupils and school personnel,
   b. To counsel pupils, parents and others concerning appraisal findings,
   c. To encourage the correction of remediable defects,
   d. To assist in the identification of handicapped children,
   e. To help prevent and control disease, and
   f. To provide emergency service for injury or sudden sickness.

2. School health education is the process of providing learning experiences for the purpose of influencing knowledge, attitude, or conduct relating to individual and community health.
3. Healthful school living designates the provision of a safe and healthful environment, the organization of a healthful school day, and the establishment of interpersonal relationships favorable to emotional, social, and physical health.

Each school system must take a leadership position within its own community to assure that resources for such a health program are available and are properly coordinated within the school setting.

PUPIL APPRAISAL

The purpose of the department of pupil appraisal is the compiling of significant objective and subjective data on the school population, both collectively and individually. Primarily, those responsible for the appraisal shall be conscious of the necessity to help the child understand himself in relation to his own composition and to that of his peers. Standardized testing can be an important element in pupil appraisal; but due concern should be exercised in testing for definite, specified purposes.

Tests should be selected by direct representatives of those who will utilize them (a testing committee).

A director is needed

1. To implement the committee's decisions,

2. To coordinate the system-wide testing efforts,
3. To render services as a consultant to the professional personnel in the use and interpretation of standardized test results.

SPECIAL EDUCATION

Special Education makes available educational situations and approaches for children with special learning needs, offering them the opportunity to realize their potentials rather than to be limited by their handicaps.

The categories of special education outlines here should not necessarily be grouped together, though they should be included in the division of pupil personnel services. Although instruction takes place as a facet of their work, their staffs' backgrounds, interests, and educational orientations have more in common with each other than with regular instructional personnel. Also other pupil personnel services staff are heavily involved in the identification and support of children who take advantage of these programs and services.

1. Programs for handicapped children
   a. Learning handicaps
   b. Physical handicaps
   c. Behavioral handicaps
2. Programs for able children
   a. Academic abilities
   b. Special talents

3. Clinically oriented services
   a. Speech development
   b. Reading development
   c. Hearing development
4. Programs for the homebound

These programs should offer flexibility in approach, allowing each child to remain in regular placement to the greatest extent possible. Special education programs should offer personal support and skill development in individual and group settings that enable children to become self-sustaining and maximally contributing members of society.

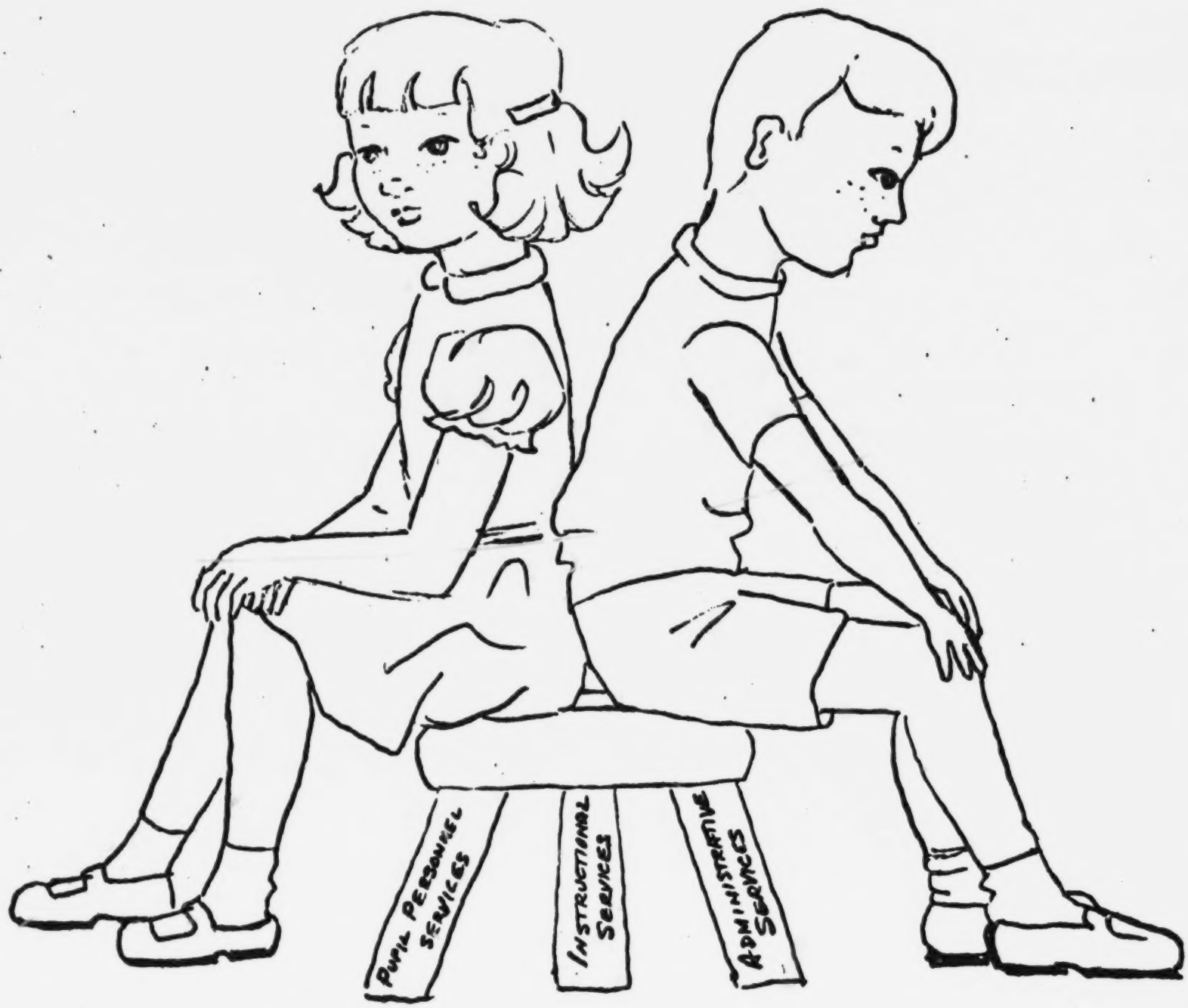
PUPIL ACCOUNTING AND RELATED SERVICES

Pupil accounting, research, and school census are seen as a function of the pupil personnel services division. For planning purposes there needs to be implementation of existing legislation relating to these areas. For example, an annual "head count" of all children from birth through age 21 would facilitate planning of all educational services.

As data processing becomes more accessible to schools, record keeping should be facilitated by use of this type of instrument.

This report is presented as a MODEL toward which we might progress in providing more adequate pupil personnel services in this state. It is recognized that there are elements of this program existing in all units and that one of the major needs is provision for leadership in the initial stages of developing a coordinated program of pupil personnel services.

We are in accord with the conclusion of the sub-committee on pupil personnel services of the Governor's Study Commission that the State's needs in this area are tremendous. We support the recommendations of these sub-committees and feel that the sooner they are implemented, the sooner the needs of the children of North Carolina will be met.


PUPIL PERSONNEL SERVICES
INSTRUCTIONAL SERVICES
ADMINISTRATIVE SERVICES

PUPIL PERSONNEL SERVICES WORKSHOP

Participants

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	Mr. Harold Long	Social Worker
Durham County	Miss Elizabeth Clay	Director Pupil Personnel
Durham City	Mr. Watkins Fugate	Guidance Director
	Dr. Imogene Lipscomb	Director Special Services
Greensboro City	Mr. Nelson R. Wallace	Director, Group Testing
	Mrs. Barbara Gold	Psychological Services
	Mr. Joe T. Stevens	Director Federal Programs
	Mr. Richard Fogleman	Visiting Teacher
	Mr. John Speas	Attendance Counselor
	Miss Mildred Hutchinson	Counselor (Guidance)
	Mrs. Ann Shelton	Elem. School Counselor
Wake County	Mrs. E.S. DeLoatche	Home-School Couns. ESEA
	Mrs. Mercedes Johnson	Counselor ESEA
	Mrs. Dorothy Rinne	Guidance Counselor
	Mr. Dennis Turk	Counselor-Psychometrist
	Mr. Larry Clark	Home-School Couns. ESEA
	Mr. Frank Sullivan	Guidance Director
Raleigh City	Mr. P. U. Watson	Guidance Counselor
Winston-Salem/ Forsyth	Mrs. Josephine Shaffner	Director Pupil Personnel
	Miss Louise Shelton	Director of Guidance
	Mrs. Ellen Forsyth	School Social Worker
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